**K-5 ELA Lesson Plan**

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| **Teacher: Walker, Bartsch, Ferrell, Edwards, Murphy-Justice, Noyes, Morris, Tickerhoff** | | **Grade: 2** | | | **Date(s)**: 8/27/2012 – 8/30/2012 |
| **Unit Title:** A Story to Share | | | **Corresponding Unit Task: Task One – Story Map** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Pre-Assessment (link in GEMS)**  **Wemberly Worried by Kevin Henkes**  **Chrysanthemum by Kevin Henkes**  **Phonics Songs and Rhymes Chart**  **Story Map anchor map**  **Task 1 Checklist (link in GEMS)**  **Decodable Reader #1 (Gus)**  **Paper**  **Pencils**  **Chart Paper**  **Markers**  **Index cards**  **Words their Way**  **All Sorts of Sorts**  **file folder keyboards for each student**      “Story Elements Rap” on [www.flocabulary.com](http://www.flocabulary.com)  [**http://typingforchildren.com/keyboard-template.html**](http://typingforchildren.com/keyboard-template.html) | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL. 2.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in the text.**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL 2.7 Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan:**  ***\*Students independently complete Pre-Assessment found on GEMS in Unit 1 Plan which includes Baseline Writing Assessment***  ***Prompt….Tell about a time you tried something new that you had never done before.***  **Day One -**   1. **Whole Group:** Teacher read aloud: **Wemberly Worried**by Kevin Henkes. Teacher will model “think-aloud” while making connections with text. 2. Revisit text orally with whole group and model the STORY MAP structure on the anchor chart. 3. Special focus on PARTS of a story with emphasis on the CHARACTERS, the PROBLEM, EVENTS, and the SOLUTION. Teacher will define specific vocabulary relevant to the lesson (i.e. characters, problem, events and solution). 4. Use the story theme [sharing, collaboration, friendship] to guide discussion about classroom rules and collaboration.   **Sample Questions:**  Who are the characters in the story?  What did the (character) do before/after (event)?  Where did the story take place? (Setting)  When did the story take place? (Setting)  How does (character) change after (event)? How do you know?  Why did the author write this story?  How does the author let the reader know that \_\_\_\_\_\_\_\_is \_\_\_\_\_\_\_?  What is the problem/solution in the story?  How does the beginning introduce the story?  How does the ending conclude the story?  Why did the (character) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How can you describe (character)?  **Day Two – Integrated with Writing day 2**   1. **Whole Group:** Teacher will read aloud **Chrysanthemum** by Kevin Henkes. Teacher will model “think-aloud” while making connections in text.   Students view “Story Elements Rap” on [www.flocabulary.com](http://www.flocabulary.com)   1. **Partner Work**: Partners work together to complete the story map [informally assess student work] Use the story map attachment in Unit 1 plan. 2. **Whole Group**: The students will share the story map, revise as needed [refer to Speaking and Listening Standards] 3. **Independent Work**: Teacher will model creating a problem/solution T Chart by folding a piece of paper in half. On one side, write the PROBLEM the character had to solve. On the other half of the paper, write the SOLUTION to the problem. Illustrate. This activity is supported in writing part of the lesson. [Teacher will assess student sentence structure].   **Day Three –**   1. **Whole Group:** Recall/review Story Map Anchor Charts, as well as the Problem/Solution Chart from previous days. Teacher will review vocabulary with students: CHARACTERS, SETTING, PROBLEM and SOLUTION.   **Day Four –**   1. **Whole Group:** The students willlisten to audio CD of **Iris and Walter.** 2. **Independent Work:** Students complete Story Map of **Iris and Walter**. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words *(e.g., because, and, also)* to connect opinion and reasons and provide a concluding statement or section.**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and spelling when writing.**  **I Can Statement(s):**   1. **I can demonstrate an understanding of classroom rules and expectations.** 2. **I can use my 5 Star Checklist (included in Unit 1 Plan) when I write.**   **Instructional Plan:**  **Day One -**   1. **Whole Group** : Brainstorm classroom rules – teacher models using positive language for students to understand rules and expectations. Teachers will share examples of positive vs. negative rules. 2. **Guided Practice**: “Pass the Paper” activity – students work in groups of four and each student writes and/or illustrates a classroom rule (paper will be divided into four boxes and each student will write one rule in each box then pass the paper to the next student in their group.) 3. **Whole Group**: Students share “Pass the Paper” rules posters and teacher assists and models correct grammar and spelling to create a class constitution, which is then signed by each student. [refer to Speaking and Listening Standards] 4. **Independent Work**: Students will create a poster based on 1 rule they selected as a personal goal from the class constitution. Students will write the rule, share how they will follow it, and illustrate it.   **Day Two – Integrated with Reading day 2.**   1. **Partner Work**: Teacher will revisit the text previously read story: **Chrysanthemum** …Partners work together to complete the story map for **Chrysanthemum** [informally assess student work]. 2. **Whole Group**: Teacher will model character problem/solution activity (model with **Wemberly Worried** or another familiar story). 3. **Independent Work**: Fold a piece of paper in half. On one side, write the PROBLEM the character had to solve in both stories. On the other half of the paper, write the SOLUTION to the problem from both stories. Illustrate [assess student sentence structure].   **Day Three -**   1. **Small Group Work:** Students compare the Character/Setting/Problem/Solution using a T-Chart Graphic Organizer and Story Map Anchor Charts 2. **Whole Group:** Students share information and teacher models completion of T-Chart comparing/contrasting both stories **(Wemberly Worried** and **Chrysanthemum)**   **Day Four –**   1. **Whole Group:** Teacher models writing an autobiography. Teacher can use a circle map graphic organizer or cube to model brainstorm of ideas. Teacher will model proper sentence structure, punctuation, capitalization and letter formation. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **L.2.4a. - Use sentence-level context as a clue to the meaning of a word or phrase.**  **I Can Statement(s):**   * **I can successfully spell my weekly words.** * **I can read words with short vowel sounds.**   **Instructional Plan:**  **Day One -**   1. **Whole Group:** Read “Let’s Go Explore” Phonics Songs and Rhymes Chart #1 (see SF page 14C Unit One Teacher’s Edition). Students determine which short vowel words they can read. Spelling Brainstorm for short vowel words. Teacher writes words in a short vowel chart on the board. 2. **Independent or Partner Work:** Teacher provides word cards with short vowel words and students sort by different vowel sounds. 3. **Whole Group:** Students share their charts**.** The teacher will model using ‘file-folder keyboard’ to practice typing the spelling words. The students will use the keyboard to “type” their spelling words and familiarize themselves with the keyboard in preparation for the final task using PowerPoint.   **Day Two –**   1. **Whole Group:** Recall/review short vowel chart from previous day. Teacher reads aloud Decodable Reader #1 (Gus). Each time a short vowel word is read, students pop up out of seat and student volunteer names short vowel word. Teacher writes all words on board. 2. **Partner Work:** Students write short vowel words from story on index cards and sort by vowel sound (Students can also sort by number of letters in the word or beginning blends/ending blends).   **Day Three –**   1. **Whole Group:** Writing Dictation sentences using short vowel sounds   (see Scott Foresman page 14D Unit One Teacher’s Edition book)   1. **Individual Practice**: The students will use the file folder keyboards to “type” their spelling words and familiarize themselves with the keyboard in preparation for the final task using PowerPoint.   **Day Four –**   1. **Whole Group:** Sentence Completion Prompts using short vowel sounds – Students write down and finish sentence starters using short vowel words   (see Scott Foresman page 36d Unit One Teacher’s Edition book).  Teacher can also use other Phonics Activities from *SF Teacher Edition, All Sorts of Sorts* or *Words Their Way.* | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **SL.2.4. - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**  **I Can Statement(s):**   * **I can discuss text in small and large groups.** * **I can ask for clarification or further explanation if needed.** * **I can tell a story that is true and makes since.** * **I can tell a story with facts and or descriptive details.** * **I can retell an experience that is true and makes since.** * **I can retell an experience with facts and details.**   **Instructional Plan:**  **See Reading and Writing plans where students are collaborating with each other and participating in class presentations.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of rule constitution; sharing problem/solution activity.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Small group work and partner work to assist students with story map completion, Constitution of Rules, Pass the Paper Activity and problem/solution activity.**  **For word study, students can color code the different short vowels.** | | | **Vocabulary cards and Story Map Anchor Charts will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** * **DIBELS and TRC assessments will be completed this week.** * **Baseline Writing** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*